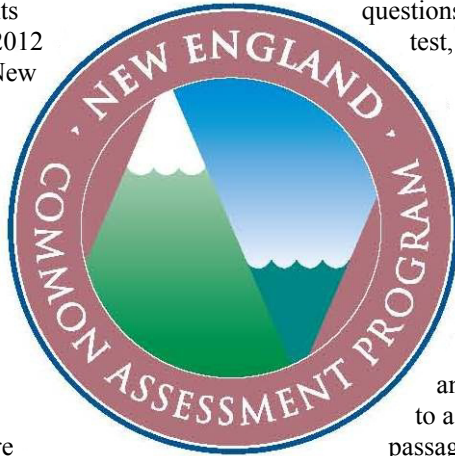


About The New England Common Assessment Program



This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

School Results

School: Scarborough Middle School

District: Scarborough School Department

Code: 1149-1389



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Grade Level Summary Report

School: Scarborough Middle School
 District: Scarborough School Department
 State: Maine
 Code: 1149-1389

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

NEW RESULTS																										
	School												District						State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%		
READING				232	50	22	143	62	30	13	9	4	751	232	22	62	13	4	751	13,579	14	55	21	10	746	
MATH				231	65	28	116	50	28	12	22	10	747	231	28	50	12	10	747	13,583	20	39	21	20	742	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Reading Results

School: Scarborough Middle School
 District: Scarborough School Department
 State: Maine
 Code: 1149-1389

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 760–780)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 740–759)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

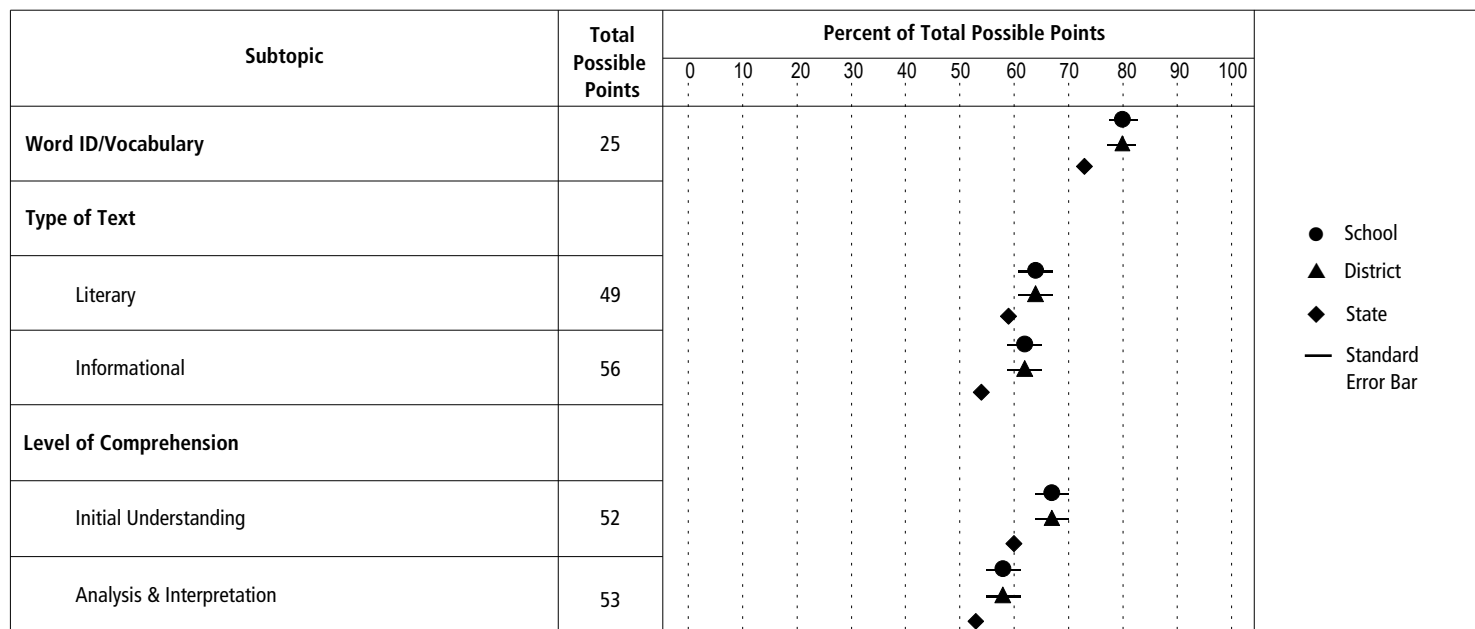
(Scaled Score 729–739)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 700–728)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				245	53	22	147	60	38	16	7	3	750
2011-12				248	42	17	163	66	32	13	11	4	750
2012-13				232	50	22	143	62	30	13	9	4	751
Cumulative Total				725	145	20	453	62	100	14	27	4	750
District													
2010-11				245	53	22	147	60	38	16	7	3	750
2011-12				249	42	17	163	65	33	13	11	4	750
2012-13				232	50	22	143	62	30	13	9	4	751
Cumulative Total				726	145	20	453	62	101	14	27	4	750
State													
2010-11				14,013	1,475	11	7,775	55	3,382	24	1,381	10	745
2011-12				13,789	1,815	13	7,850	57	2,870	21	1,254	9	746
2012-13				13,579	1,968	14	7,413	55	2,877	21	1,321	10	746
Cumulative Total				41,381	5,258	13	23,038	56	9,129	22	3,956	10	746





Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Reading Results

School: Scarborough Middle School
 District: Scarborough School Department
 State: Maine
 Code: 1149-1389

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				232	50	22	143	62	30	13	9	4	751	232	22	62	13	4	751	13,579	14	55	21	10	746
Gender																									
Male				123	16	13	82	67	19	15	6	5	749	123	13	67	15	5	749	6,921	9	53	26	13	743
Female				109	34	31	61	56	11	10	3	3	754	109	31	56	10	3	754	6,658	21	56	17	7	749
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										2						201	11	55	23	11	745
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						108	8	54	24	14	743
Asian				5										5						201	21	58	11	10	749
Black or African American				0										0						391	7	39	26	28	738
Native Hawaiian or Pacific Islander				6										6						18	17	72	11	0	750
White				219	49	22	131	60	30	14	9	4	751	219	22	60	14	4	751	12,480	15	55	21	9	746
Two or more races				0										0						180	12	52	25	12	744
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				6										6						374	2	34	29	36	734
Former LEP student - monitoring year 1				0										0						38	16	79	5	0	753
Former LEP student - monitoring year 2				6										6						44	32	59	5	5	755
All Other Students				220	48	22	134	61	30	14	8	4	751	220	22	61	14	4	751	13,123	15	55	21	9	746
IEP																									
Students with an IEP				27	1	4	7	26	12	44	7	26	736	27	4	26	44	26	736	2,203	1	22	39	38	732
All Other Students				205	49	24	136	66	18	9	2	1	753	205	24	66	9	1	753	11,376	17	61	18	4	749
SES																									
Economically Disadvantaged Students				43	4	9	29	67	6	14	4	9	746	43	9	67	14	9	746	6,641	7	50	28	15	742
All Other Students				189	46	24	114	60	24	13	5	3	752	189	24	60	13	3	752	6,938	21	59	15	4	750
Migrant																									
Migrant Students				0										0						1					
All Other Students				232	50	22	143	62	30	13	9	4	751	232	22	62	13	4	751	13,578	14	55	21	10	746
Title I																									
Students Receiving Title I Services				17	2	12	10	59	4	24	1	6	745	17	12	59	24	6	745	2,446	8	48	31	13	742
All Other Students				215	48	22	133	62	26	12	8	4	752	215	22	62	12	4	752	11,133	16	56	19	9	747
504 Plan																									
Students with a 504 Plan				16	4	25	9	56	3	19	0	0	752	16	25	56	19	0	752	451	10	54	30	7	745
All Other Students				216	46	21	134	62	27	13	9	4	751	216	21	62	13	4	751	13,128	15	55	21	10	746

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Mathematics Results

School: Scarborough Middle School
District: Scarborough School Department
State: Maine
Code: 1149-1389

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 752–780)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 740–751)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

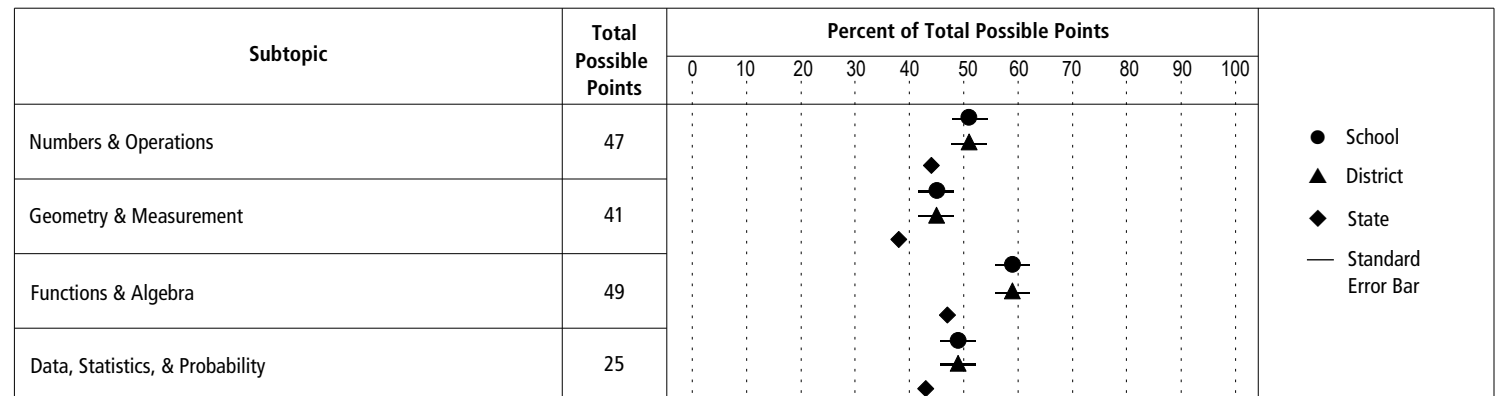
(Scaled Score 734–739)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 700–733)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				245	65	27	118	48	40	16	22	9	746
2011-12				248	89	36	104	42	32	13	23	9	747
2012-13				231	65	28	116	50	28	12	22	10	747
Cumulative Total				724	219	30	338	47	100	14	67	9	747
District													
2010-11				245	65	27	118	48	40	16	22	9	746
2011-12				249	89	36	104	42	32	13	24	10	747
2012-13				231	65	28	116	50	28	12	22	10	747
Cumulative Total				725	219	30	338	47	100	14	68	9	747
State													
2010-11				14,044	2,310	16	5,892	42	2,990	21	2,852	20	742
2011-12				13,820	2,869	21	5,502	40	2,670	19	2,779	20	743
2012-13				13,583	2,674	20	5,310	39	2,862	21	2,737	20	742
Cumulative Total				41,447	7,853	19	16,704	40	8,522	21	8,368	20	742





Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Mathematics Results

School: Scarborough Middle School
 District: Scarborough School Department
 State: Maine
 Code: 1149-1389

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				231	65	28	116	50	28	12	22	10	747	231	28	50	12	10	747	13,583	20	39	21	20	742
Gender																									
Male				123	37	30	59	48	14	11	13	11	746	123	30	48	11	11	746	6,922	20	38	21	21	742
Female				108	28	26	57	53	14	13	9	8	747	108	26	53	13	8	747	6,661	19	40	21	19	742
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										2						206	11	34	26	29	738
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						108	13	35	28	24	740
Asian				5										5						202	35	34	18	13	746
Black or African American				0										0						398	4	25	25	46	733
Native Hawaiian or Pacific Islander				6										6						18	22	56	17	6	748
White				218	62	28	109	50	25	11	22	10	746	218	28	50	11	10	746	12,472	20	40	21	19	742
Two or more races				0										0						179	16	44	17	23	741
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				6										6						387	3	21	24	52	731
Former LEP student - monitoring year 1				0										0						38	26	53	18	3	748
Former LEP student - monitoring year 2				6										6						44	36	45	14	5	749
All Other Students				219	62	28	109	50	28	13	20	9	747	219	28	50	13	9	747	13,114	20	40	21	19	742
IEP																									
Students with an IEP				26	1	4	5	19	4	15	16	62	734	26	4	19	15	62	734	2,198	3	14	21	62	730
All Other Students				205	64	31	111	54	24	12	6	3	748	205	31	54	12	3	748	11,385	23	44	21	12	744
SES																									
Economically Disadvantaged Students				43	6	14	18	42	11	26	8	19	741	43	14	42	26	19	741	6,647	10	35	25	30	738
All Other Students				188	59	31	98	52	17	9	14	7	748	188	31	52	9	7	748	6,936	29	43	17	11	746
Migrant																									
Migrant Students				0										0						1					
All Other Students				231	65	28	116	50	28	12	22	10	747	231	28	50	12	10	747	13,582	20	39	21	20	742
Title I																									
Students Receiving Title I Services				17	2	12	8	47	5	29	2	12	741	17	12	47	29	12	741	2,448	9	34	29	28	738
All Other Students				214	63	29	108	50	23	11	20	9	747	214	29	50	11	9	747	11,135	22	40	19	18	743
504 Plan																									
Students with a 504 Plan				16	3	19	10	63	3	19	0	0	745	16	19	63	19	0	745	451	18	41	25	16	743
All Other Students				215	62	29	106	49	25	12	22	10	747	215	29	49	12	10	747	13,132	20	39	21	20	742

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.